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ABSTRACT

This manual for Exercise Administrators of the National Assessment of Educational Progress; Second Literature Third Reading Assessment, consists of administrative instructions for use immediately preceding, during and after assessment sessions in schools. Definitions of racial/ethnic categories, associated codes, and guidelines for soliciting racial/ethnic information from the student or school, are given to facilitate the process of student classification. Three types of Reading Literature assessment exercises are described: reading; responding (writing); skim/scan. Procedures for administrating exercise packages follow. Also included are samples of the background questions given to 9, 13 and 17 year olds, explanations to be used when administering and checking these, and coding procedures for the cover page of the package. Other Exercise Administrator tasks, such as the storage and disposition of exercise packages are briefly reviewed. Primary type of information provided by report: Procedures (Field Administration). (AEF)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

EXERCISE ADMINISTRATOR ADMINISTRATIVE INSTRUCTIONS FOR AGE CLASSES 1, 2 & 3

No. 11-EA-46

TM 810 569

YEAR 11

OCTOBER 1979 - MAY 1980

June 1979

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

TABLE OF CONTENTS

SECTION		PAGE
I.	Purpose of the Administrative Instructions	1
II.	Racial or Ethnic Identification	2
III.	Reading/Literature Assessment Exercises	3
	A. Reading Exercises	3
	B. Responding (Writing) Exercises	3
	C. Skim/Scan Exercises	3
	D. Last Exercise in Each Package	4
IV.	Package Administration	5
	A. General Instructions	5
	B. Packages Requiring Inserts	6
V.	Administering the Background Questions	7
VI.	Background Questions (9- and 13-Year-Olds)	8
VII.	Guidelines for Administering and Checking the Background Questions	9
	A. Unusual Situations	9
	B. Questions 1 - 4	9
	C. Questions 5 - 8	10
	D. Question 9 (13-Year-Olds)	10
	E. Checking the Background Questions	10
VIII.	Coding	11
	A. Package Condition Ovals	11
	B. Columns 3 - 8	12
IX.	Other EA Tasks	13
	A. After Each Session	13
	B. Coding	13
	C. Final Review of Packages	13
	D. Storage and Disposition of Materials	13

I. PURPOSE OF THE ADMINISTRATIVE INSTRUCTIONS

The Exercise Administrator Manual which your District Supervisor gave you when you were hired describes the tasks required of you as an Exercise Administrator for the National Assessment of Educational Progress and outlines the procedures to be followed while performing these tasks. The Administrative Instructions have been prepared for your use during actual assessment sessions. It contains definitions of racial categories, procedures for administering packages, explanations to be used when administering and checking the Background Questions, and codes for the cover page of the package. It is hoped that you will find this manual helpful in carrying out your duties during the week(s) of assessment.

II. RACIAL OR ETHNIC IDENTIFICATION

Each student participating in National Assessment is to be placed in one of six categories. Placement in a category should be accomplished by visual observation and use of surname whenever possible.* The six categories are:

(W) White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

(B) Black, not of Hispanic Origin - A person having origins in any of the black racial groups of Africa.

(S) Spanish Heritage - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

(I) American Indian or Alaskan Native - A person having origins in any of the original peoples of North America.

(A) Asian or Pacific Islanders - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

(U) Unclassified - After making a good faith effort to classify a student on the basis of appearance, speech patterns, name, etc. the administrator is sure the student is not of Spanish Heritage and cannot choose between two or more racial or ethnic groups.

If you are unable to place a student in a category by visual observation and/or use of surname, you may use one of the following if care is taken not to embarrass the student, school personnel, or National Assessment personnel. Talking with the student may help determine the language or dialect the student speaks. You may also ask if the student speaks Spanish, etc., but you may not ask if the student is Puerto Rican, Cuban, Mexican American, etc.

If visual observation and use of the surname do not clearly place a student in a category and if other methods cannot be used easily and without embarrassment, discuss the situation with your District Supervisor before placing the student in a category.

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* See page 12 for racial or ethnic identification codes.

III. READING/LITERATURE ASSESSMENT EXERCISES

In the past, reading and literature have been assessed as two separate areas. In Year 11 these two areas have been integrated into a single assessment, with a single set of objectives and a single set of exercises. Following is a description of the types of exercises in this integrated assessment.

A. Reading Exercises

In the majority of the assessment exercises, students are asked to read a passage and then answer several questions about the passage. The passages reflect real life material which students read either in school or out of school, and in some cases are rather long; e.g. an entire short story. In practically any administration you will find students reading at a wide range of speeds. Even in high achieving schools there will be some students who read quite slowly. The exercises have been timed so that about 90% of the students will have enough time to read the passage and answer all of the questions. You may expect that many of the students will finish quite a bit ahead of the allotted exercise time. This may cause some restlessness among some students. However, there seems to be no way of avoiding it. It is important that we provide slow readers the same opportunity to demonstrate their achievement as fast readers.

On the other side of the coin, another anticipated reaction of students is that they may become quite involved with the stories they read. In tryouts, "The Good Dog", given to 13- and 17-year-olds, evoked some tears as well as requests to take a copy of the story home. The tears didn't prove to be disruptive; unfortunately, we cannot provide copies of these great stories to the students.

B. Responding (Writing) Exercises

In a few exercises, students are asked to read a story or poem and then write about it. Again you will probably find a large range among students in terms of the amount they write. We have estimated the amounts of time for these exercises based on tryouts. However, you will probably find that some students will have little or nothing to write and will finish quite a bit ahead of the allotted exercise time. Here again it is important that the students who can and want to write a lot have an opportunity to do so.

C. Skim/Scan Exercises

For one exercise in Package 12 at Age 13, students will be presented in the booklet with a set of 25 questions whose answers are contained in a supplementary 4-page article inserted in their booklets. Although the taped directions tell the students not to read the passage but to answer the questions one at a time by finding each answer from the article, it is expected that some students may not understand the technique to be followed. If a student appears confused about what to do, the Exercise Administrator should tell the student to re-read the printed directions to the exercise, but should not otherwise give any additional help. Also,

III. (Continued)

Unlike the other exercises in the booklets, time limits for these two exercises were set so that most students would not answer all 25 questions in the allotted time. As a result, some students may become quite frustrated. This is to be expected on a speeded exercise.

D. Last Exercise in Each Package

The last exercise in each 9-year-old and 13-year-old package asks students various background questions which provide information which may be related to their reading performance or achievement in general -- e.g. amount of time spent watching TV. For these supplementary background questions the students are asked to read and answer the questions on their own in an allotted amount of time. When the allotted time is over, the announcer requests the students to stop and close their booklets.

IV. PACKAGE ADMINISTRATION

A. General Instructions

Prior to the students' arrival, be sure you have in the recorder the correct side of the tape for the package to be administered and that the tape is completely wound on the left side of the cassette. Play the tape until you hear the identification, then turn off the tape recorder. As the students arrive, check the Administration Schedule to assure that only the students listed participate in the session. When it appears that all students who will attend the session are present, begin the session.

Give each student two soft-lead pencils and an exercise package. Instruct the student not to open the package until told to do so. Enter on the Administration Schedule the I.D. number and racial or ethnic identification for all students participating in the session. After all materials have been distributed, introduce the students to the assessment, using the following as a guideline:

> "I AM _____ OF NATIONAL ASSESSMENT. NATIONAL ASSESSMENT IS A SURVEY OF THE KNOWLEDGE, SKILLS, AND ATTITUDES OF YOUNG PEOPLE. YOUR NAME WAS CHOSEN AT RANDOM FROM A SCHOOL LIST OF ALL STUDENTS YOUR AGE TO PARTICIPATE IN THE SURVEY. THE QUESTIONS WE ARE GOING TO ASK YOU ARE ABOUT READING AND LITERATURE* AND WILL TAKE APPROXIMATELY 45 MINUTES TO ANSWER. YOUR ANSWERS TO THESE QUESTIONS WILL NOT AFFECT YOUR GRADES, AND YOU WILL NOT RECEIVE AN INDIVIDUAL SCORE. HOWEVER, SINCE YOU REPRESENT THOUSANDS OF STUDENTS YOUR AGE, IT IS IMPORTANT THAT YOU MAKE YOUR BEST EFFORT AND DO YOUR OWN WORK. EVERYONE SHOULD HAVE THE FOLLOWING MATERIALS: TWO PENCILS AND A BOOKLET WHICH IS PACKAGE NUMBER (read the package number). IS THERE ANYONE WHO DOES NOT HAVE THESE ITEMS?"

Correct as necessary, then say to the students:

> "I AM GOING TO TURN ON A TAPE RECORDER. LISTEN CAREFULLY TO THE TAPE; IT WILL EXPLAIN WHAT WE WANT YOU TO DO. ONCE THE RECORDING STARTS, I CANNOT ANSWER ANY QUESTIONS. USE ONLY THE PENCILS I GAVE YOU TO MARK YOUR ANSWERS. IF YOU NEED ANOTHER PENCIL, RAISE YOUR HAND. IS EVERYONE READY? IF SO, I WILL TURN ON THE TAPE RECORDER."

Turn on the tape recorder. Be sure the tape is audible to all students. As the students do the example exercise and begin the actual exercises, check to see that they are marking their answers correctly; give assistance as necessary. Have appropriate inserts available, if applicable.**

When the tape has ended, turn off the tape recorder and administer the Background Questions. After you have checked the Background Questions for each student, collect all materials from the students, thank them, and instruct them to return to class.

Forward (or backward) wind the tape used during the session and replace it in the plastic container. If a student failed to complete a package, explain the situation as fully as possible on the cover page and indicate which exercises were not completed.

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* Age Class 2, Package No. 12: READING, LITERATURE, AND ART

** See page 6

IV. (Continued)

B. Packages Requiring Inserts

Certain packages require an insert for the students to use to complete an exercise. These packages are identified by an "I" following the package number on the cover page. The inserts have been placed in these packages at the appropriate places. You will also be supplied with extra inserts to distribute in the event one is missing. For exercises requiring inserts, students will be told on the tape to remove the insert. Following this announcement, there is a 7-second pause on the tape to allow you to quickly see if each student has an insert. If not, distribute inserts as necessary. At the end of the response time for the exercise, students will be told on the tape to replace the insert in the package. Exercises requiring inserts and the insert required for each exercise are listed below. Inserts are numbered, but are not always used in consecutive order.

1. Age Class 1 (9-Year-Olds)

Package Number	Exercise Number	Insert Number	Insert Description
4 I	7	1	Dictionary page; plot/plunge (1 page)
6 I	10	6	Index; oil/yurts (1 page)
9 I	8	7	Table of Contents (1 page)
11 I	11	8	Dictionary page; Toledo/tonsorial (1 page)

2. Age Class 2 (13-Year-Olds)

Package Number	Exercise Number	Insert Number	Insert Description
4 I	7	1	Dictionary page; plot/plunge (1 page)
11 I	7	2	Table of Contents (4 pages)
12 I	5	3	Bridges (4 pages)
12 I	8	4	Index; Conquistadores/Education (1 page)
13 I	5	5	Dictionary page; H/haet (1 page)

V. ADMINISTERING THE BACKGROUND QUESTIONS

When all exercises have been completed and you have turned off the tape recorder, say to the students:

> "TURN TO THE LAST PAGE OF THE BOOKLET. THERE ARE A FEW QUESTIONS WE WOULD LIKE YOU TO ANSWER. IF YOU DO NOT UNDERSTAND HOW TO ANSWER A QUESTION, I'LL BE GLAD TO HELP YOU. WHEN YOU HAVE COMPLETED THESE QUESTIONS, KEEP YOUR BOOKLET CLOSED AND RAISE YOUR HAND SO THAT I WILL KNOW THAT YOU HAVE FINISHED."

Read all questions* and responses to the students and observe to see that they are marking their answers correctly; that is, filling in only <u>one</u> oval for each question and writing in a response when applicable. Give any assistance necessary to obtain the best possible information, using the guidelines in Section VII of this manual.

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* Your District Supervisor will inform you if the school has placed any restrictions on the administration of the Background Questions.

VI. BACKGROUND QUESTIONS
(9- and 13-Year-Olds)

1. Does your family get a newspaper regularly?

⬭ Yes ⬭ No ⬭ I don't know.

2. Does your family get any magazines regularly?

⬭ Yes ⬭ No ⬭ I don't know.

3. Are there more than 25 books in your home?

⬭ Yes ⬭ No ⬭ I don't know.

4. Is there an encyclopedia in your home?

⬭ Yes ⬭ No ⬭ I don't know.

5. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.)

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school
⬭ I don't know.

6. Did your father graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

7. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.)

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school
⬭ I don't know.

8. Did your mother graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

*9. Where did you live on your ninth birthday?

⬭ In the United States
(Please specify the state or territory) _____

⬭ Outside of the United States
(Please specify the country) _____

⬭ I don't know.

* Not included for 9-year-olds

VII. GUIDELINES FOR ADMINISTERING AND CHECKING THE BACKGROUND QUESTIONS

A. Unusual Situations

1. For students living in foster homes, the answers to questions 1-4 should be based on the resources available in the foster home. Questions 5-8 apply to their foster parents.

2. For students living in a boarding school, the answers to questions 1-4 should be based on the resources available in the home of their natural or adoptive parents or guardians. Questions 5-8 apply to their natural or adoptive parents or guardians.

3. For students living in an orphanage, the answers to questions 1-4 should be based on the resources available in the orphanage. Questions 5-8 should not be answered, and it should be noted in the outside margin of the page that the student is living in an orphanage.

B. Questions 1-4

1. Getting a newspaper "regularly" is defined as subscribing to a daily newspaper or purchasing a daily newspaper at least 4 or 5 days each week. If the only newspaper published in the area is a weekly, "regularly" is defined as getting it on a subscription basis or purchasing it at least 3 of every 4 weeks. Newspapers gotten in school are not to be included in this question.

2. Getting any magazines "regularly" is defined as subscribing to a weekly or monthly magazine or purchasing one "regularly": that is, 3 out of every 4 weeks if the magazine is a weekly and at least 10 months a year if the magazine is a monthly.

3. Any book, hard or soft back, that is published as a book will suffice. This does not include periodicals, magazines, comic books etc.

4. An encyclopedia is any reference source of a general nature. It does not have to be a whole set of books or more than one volume. A single good comprehensive reference source would suffice. This does not include the World Almanac or other yearly almanac publications.

VII. (Continued)

C. Questions 5-8

Give assistance if necessary to determine the correct educational category of the parents. For example, if the student answers "I don't know," you may be able to determine the correct answer by asking the occupation of the parent and additional questions concerning schools the parent may have attended, such as nursing school, etc. However, if you are not able to determine the correct educational category from the student's answers, the "I don't know" oval should be filled in.

In the absence of natural or adoptive parents or guardians, these questions apply to the male and/or female in the student's home who is responsible for the day-by-day care of the student; that is, a step-parent, a grandparent, some other adult relative, or an unrelated person, such as a foster parent. If either the male or female parent figure is absent from the home, the student should still answer to the best of his/her knowledge about the education of that parent figure.

D. Question 9 (13-Year-Olds)

In question 9 the "I don't know" oval applies to the entire question and should be filled in only if the student does not know if he/she lived in or outside of the United States on his/her ninth birthday. If the student indicates that he/she lived in the United States but does not know the state or territory,* the oval beside "In the United States" should be filled in and "IDK" should be written on the line; if the student indicates that he/she lived outside of the United States but does not know the country, the oval beside "Outside of the United States" should be filled in and "IDK" should be written on the line. In such a case, the administrator must verify that the student does not know the state or territory (or country) in which he/she lived on his/her ninth birthday and initial the "IDK" to indicate verification.

E. Checking the Background Questions

Before dismissing a student from any session, check the Background Questions for the student. Give additional assistance if necessary to assure that only one oval has been filled in for each question and that the written response to question 9 (if applicable) can easily be classified as a specific state, territory, or country. If a student refuses to complete the Background Questions, make a note of the package number and I.D. number and give this information to your District Supervisor.

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* Territories of the United States are American Samoa, Baker Island, Guam, Midway Island, Panama Canal Zone, Puerto Rico, Virgin Islands, and Wake Island.

VIII. CODING

A. Package Condition Ovals

The Package Condition Ovals are in the lower left corner of the cover page of the package and are designated N, P, NR, and NE. You are to fill in one of these ovals to indicate the condition under which a package was administered, as follows:

N - Normal Administration: the student was present for the entire assessment period and had an opportunity to complete every exercise, but may not have done so. However, if at least one exercise within the package has been completed, you should fill in the oval beside N.

P - Partial Administration: the student was not present for, or did not have an opportunity to complete, one or more of the exercises in the package; for example, the student was called from the room, a page of the package was missing, etc. If this occurs, fill in the oval beside P, and write on the cover page the numbers of the exercises which the student did not have an opportunity to complete, together with a detailed explanation, as: "Exercises 25-33 not completed; student called from room by principal; reason for removal unknown."

NR - No Response to Entire Package: the student was present for the entire assessment period and had an opportunity to complete every exercise, but completed none; that is, did not attempt any exercise in the package. If there is no response to the entire package, fill in the oval beside NR and note on the cover page the reason, if known, or "Reason Unknown."

NE - Not Eligible: the student was assigned a package and completed one or more of the exercises but should not have been assessed; that is, the student was not eligible because he/she was not born within the year specified on the Student Listing Form, was not listed on the Administration Schedule, was a self-identified nonreader, etc. If you discover, during or after an assessment session, that a student is not eligible to participate in National Assessment, note the reason on the cover page and fill in only the oval beside NE. In other words, categorization as Not Eligible takes priority over the other Package Condition Ovals.

The first oval, Normal Administration, will cover the majority of the administration situations. Exercises omitted within packages coded N do not have to be listed on the cover page. Packages coded P, NR, or NE must have on the cover page a reason for the Package Condition Code, if known; in addition, those coded P should have a notation of the exercises omitted. Packages which are not administered should not have a Package Condition Oval filled in.

VIII. (Continued)

B. Columns 3-8

In columns 3-6 on the cover page of each package you administer (including those which students fail to complete), code information from the Administration Schedule for the student to whom the package was administered; in column 7 enter your EA number, and in column 8 the code numbers of the PSU and school in which the package was administered. In each column, enter the correct code in the block(s). Codes to be used in columns 3-8 are shown below.

Before coding any information in columns 3-6, be sure you have matched the package to be coded with the correct line of the Administration Schedule. The I.D. number is used to match Administration Schedule line numbers with packages.

Coding Column	Administration Schedule Column	Item	Code
3	3	Grade	Two digits: 8th grade = 08 Ungraded class = 98 Special education class = 99
4	4	Sex	1 = Male 2 = Female
5	5	Birthdate	Month and last two digits of year: May 1966 = 0566
6	6	Race	1 = W (White) 2 = B (Black) 3 = S (Spanish Heritage) 4 = I (American Indian or Alaskan Native) 5 = A (Asian or Pacific Islander) 6 = U (Unclassified)
7	---	EA Number	Two digits: number recorded on the front cover of your manual
8	---	PSU and School Numbers	Five digits: First two = PSU Number; Last three = School Number; as shown on the Administration Schedule

IX. OTHER EA TASKS

A. After Each Session

Compare I.D. numbers on the packages against your I.D. number entries on the Administration Schedule. Reconcile any differences discovered. At the end of the day, give all schedules to the coordinator.

Sharpen pencils and, if necessary, rearrange the room for your next session. If your next session is to be in another room, take all National Assessment materials with you.

B. Coding

Following the instructions given in Section VII of this manual, code each package you administer, including those which students fail to complete.

C. Final Review of Packages

After coding, review all packages administered by you. If you find that an exercise was omitted by a student, do not make any entries on the page; however, if you find that any oval filled in by you or the student is not dark enough to be machine scored, darken the oval. Otherwise, do not change any entry. Be sure that any package which a student failed to complete has an explanation (or "Reason Unknown") on the cover page. Packages coded P (Partial) must also have on the cover page the numbers of the exercises which the student failed to complete.

D. Storage and Disposition of Materials

Administration Schedules are not to be removed from the school site; however, never leave packages (used or unused), tapes, or tape recorders at the school overnight. Your District Supervisor will instruct you on the safe storage of all National Assessment materials. When you have completed your assignment, return to your District Supervisor all National Assessment materials issued to you.

RESEARCH TRIANGLE INSTITUTE

NATIONAL ASSESSMENT

OF

EDUCATIONAL PROGRESS

EXERCISE ADMINISTRATOR

ADMINISTRATIVE INSTRUCTIONS

FOR

AGE CLASS 3

YEAR 11

OCTOBER 1979 - MAY 1980

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

TABLE OF CONTENTS

SECTION		PAGE
I.	Purpose of the Administrative Instructions	1
II.	Racial or Ethnic Identification	2
III.	Reading/Literature Assessment Exercises	3
	A. Reading Exercises	3
	B. Responding (Writing) Exercises	3
	C. Skim/Scan Exercise	3
	D. Last Exercises in Each Package	4
IV.	Package Administration	5
	A. General Instructions	5
	B. Packages Requiring Inserts	6
V.	Administering the Background Questions	7
VI.	Background Questions	8
VII.	Guidelines for Assisting with and Checking the Background Questions	9
	A. Questions 1 - 4	9
	B. Questions 5 and 6	9
	C. Checking the Background Questions	9
VIII.	Coding	11
	A. Package Condition Ovals	11
	B. Type of Assessment Ovals	12
	C. Columns 3 - 8	12
IX.	Other EA Tasks	14
	A. After Each Session	14
	B. Coding	14
	C. Final Review of Packages	14
	D. Storage and Disposition of Materials	14
X.	Completing the Supplementary School Worksheet	15

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For one exercise in Package 12, students will be presented with a set of 30 questions whose answers are contained in a supplementary 4-page article inserted in their booklets. Although the taped directions

III. (Continued)

tell the students not to read the passage but to answer the questions one at a time by finding each answer from the article, it is expected that some students may not understand the technique to be followed. If a student appears confused about what to do, the Exercise Administrator should tell the student to re-read the printed directions to the exercise, but should not otherwise give any additional help. Also, unlike the other exercises in the booklets, time limits for this exercise were set so that most students would not answer all 30 questions in the allotted time. As a result, some students may become quite frustrated. This is to be expected on a speeded exercise.

D. Last Exercises in Each Package

The last four exercises in each package ask students various background questions which provide information which may be related to their reading performance or achievement in general -- e.g. amount of time spent watching TV. For these supplementary background questions the students are asked to read and answer the questions on their own in allotted amounts of time. When the allotted times are over, the announcer requests the students to stop and close their booklets.

IV. PACKAGE ADMINISTRATION

A. General Instructions

Prior to the students' arrival, be sure you have in the recorder the correct side of the tape for the package to be administered and that the tape is completely wound on the left side of the cassette. Play the tape until you hear the identification, then turn off the tape recorder. As the students arrive, check the Administration Schedule to assure that only the students listed participate in the session. When it appears that all students who will attend the session are present, begin the session.

Give each student two soft-lead pencils and an exercise package. Instruct the student not to open the package until told to do so. Enter on the Administration Schedule the I.D. number and racial or ethnic identification for all students participating in the session. After all materials have been distributed, introduce the students to the assessment, using the following as a guideline:

> "I AM _____ OF NATIONAL ASSESSMENT. NATIONAL ASSESSMENT IS A SURVEY OF THE KNOWLEDGE, SKILLS, AND ATTITUDES OF YOUNG PEOPLE. YOUR NAME WAS CHOSEN AT RANDOM FROM A SCHOOL LIST OF ALL STUDENTS YOUR AGE TO PARTICIPATE IN THE SURVEY. THE QUESTIONS WE ARE GOING TO ASK YOU ARE ABOUT READING AND LITERATURE AND WILL TAKE APPROXIMATELY 45 MINUTES TO ANSWER. YOUR ANSWERS TO THESE QUESTIONS WILL NOT AFFECT YOUR GRADES, AND YOU WILL NOT RECEIVE AN INDIVIDUAL SCORE. HOWEVER, SINCE YOU REPRESENT THOUSANDS OF STUDENTS YOUR AGE, IT IS IMPORTANT THAT YOU MAKE YOUR BEST EFFORT AND DO YOUR OWN WORK. EVERYONE SHOULD HAVE THE FOLLOWING MATERIALS: TWO PENCILS AND A BOOKLET WHICH IS PACKAGE NUMBER (read the package number). IS THERE ANYONE WHO DOES NOT HAVE THESE ITEMS?"

Correct as necessary, then say to the students:

> "I AM GOING TO TURN ON A TAPE RECORDER. LISTEN CAREFULLY TO THE TAPE; IT WILL EXPLAIN WHAT WE WANT YOU TO DO. ONCE THE RECORDING STARTS, I CANNOT ANSWER ANY QUESTIONS. USE ONLY THE PENCILS I GAVE YOU TO MARK YOUR ANSWERS. IF YOU NEED ANOTHER PENCIL, RAISE YOUR HAND. IS EVERYONE READY? IF SO, I WILL TURN ON THE TAPE RECORDER."

Turn on the tape recorder. Be sure the tape is audible to all students. As the students do the example exercise and begin the actual exercises, check to see that they are marking their answers correctly; give assistance as necessary. Have appropriate inserts available, if applicable.*

When the tape has ended, turn off the tape recorder and administer the Background Questions. After you have checked the Background Questions for each student, collect all materials from the students, thank them, and instruct them to return to class.

Forward (or backward) wind the tape used during the session and replace it in the plastic container. If a student failed to complete a package, explain the situation as fully as possible on the cover page and indicate which exercises were not completed.

* See page 6

IV. (Continued)

B. Packages Requiring Inserts

Certain packages require an insert for the students to use to complete an exercise. These packages are identified by an "I" following the package number on the cover page. The inserts have been placed in these packages at the appropriate places. You will also be supplied with extra inserts to distribute in the event one is missing. For exercises requiring inserts, students will be told on the tape to remove the insert. Following this announcement, there is a 7-second pause on the tape to allow you to quickly see if each student has an insert. If not, distribute inserts as necessary. At the end of the response time for the exercise, students will be told on the tape to replace the insert in the package. Inserts are numbered, but are not always used in consecutive order. Exercises requiring inserts and the insert required for each exercise are listed below.

Package Number	Exercise Number	Insert Number	Insert Description
4 I	7	1	Dictionary page; plot/plunge (1 page)
11 I	5	2	Table of Contents (4 pages)
12 I	5	9	The Galapagos Islands (4 pages)
12 I	10	4	Index; Conquistadores/Education (1 page)
13 I	8	5	Dictionary page; H/haet (1 page)

V. ADMINISTERING THE BACKGROUND QUESTIONS

When all exercises have been completed and you have turned off the tape recorder, say to the students:

> "TURN TO THE LAST PAGE OF THE BOOKLET. THERE ARE A FEW MORE QUESTIONS* WE WOULD LIKE YOU TO ANSWER IN ORDER FOR US TO BETTER UNDERSTAND THE ACHIEVEMENT OF OUR NATION'S STUDENTS. AS WITH THE OTHER QUESTIONS, YOUR NAME CANNOT BE ASSOCIATED WITH THESE QUESTIONS, AND NO ONE IN THE SCHOOL WILL SEE YOUR ANSWERS. IF YOU DO NOT UNDERSTAND HOW TO ANSWER A QUESTION, I'LL BE GLAD TO HELP YOU. WHEN YOU HAVE COMPLETED THESE QUESTIONS, KEEP YOUR BOOKLET CLOSED AND RAISE YOUR HAND SO THAT I WILL KNOW THAT YOU HAVE FINISHED."

Do <u>not</u> read the questions to the students. However, you should observe to see that they are marking their answers correctly; that is, filling in only one oval for each question and writing in a response when applicable. Give any assistance necessary to obtain the best possible information, using the guidelines in Section VII of this manual.

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* Your District Supervisor will inform you if the school has placed any restrictions on the administration of the Background Questions.

VI. BACKGROUND QUESTIONS

1. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.)

- ⬭ Did not complete the 8th grade
- ⬭ Completed the 8th grade, but did not go to high school
- ⬭ Went to high school, but did not graduate from high school
- ⬭ Graduated from high school
- ⬭ Some education after graduation from high school

- ⬭ I don't know.

2. Did your father graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

3. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.)

- ⬭ Did not complete the 8th grade
- ⬭ Completed the 8th grade, but did not go to high school
- ⬭ Went to high school, but did not graduate from high school
- ⬭ Graduated from high school
- ⬭ Some education after graduation from high school

- ⬭ I don't know.

4. Did your mother graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

5. Where did you live on your ninth birthday?

⬭ In the United States (Please specify the state or territory.)

_____

⬭ Outside of the United States (Please specify the country.)

_____

⬭ I don't know.

6. Where did you live on your thirteenth birthday?

⬭ In the United States (Please specify the state or territory.)

_____

⬭ Outside of the United States (Please specify the country.)

_____

⬭ I don't know.

VII. GUIDELINES FOR ASSISTING WITH AND CHECKING THE BACKGROUND QUESTIONS

A. Questions 1-4

Give assistance if necessary to determine the correct educational category of the parents. For example, if the student answers "I don't know", you may be able to determine the correct answer by asking the occupation of the parent and additional questions concerning schools the parent may have attended, such as nursing school, etc. However, if you are not able to determine the correct education category from the student's answer, the "I don't know" oval should be filled in.

In the absence of natural or adoptive parents or guardians, these questions apply to the male and/or female in the student's home who is responsible for the day-by-day care of the student; that is, a step-parent, a grandparent, some other adult relative, or an unrelated person, such as a foster parent. If either the male or female parent figure is absent from the home, the student should still answer to the best of his/her knowledge about the education of that parent figure. For students living in an orphanage, questions 1-4 should not be answered, and it should be noted on the page that the student lives in an orphanage.

B. Questions 5 and 6

In questions 5 and 6 the "I don't know" oval applies to the entire question and should be filled in only if the student does not know if he/she lived in or outside of the United States on the specified birthday. If the student indicates that he/she lived in the United States but does not know that state or territory,* the oval beside "In the United States" should be filled in and "IDK" should be written on the line; if the student indicates that he/she lived outside of the United States but does not know the country, the oval beside "Outside of the United States" should be filled in and "IDK" should be written on the line. In such a case, the administrator must verify that the student does not know the state or territory (or country) in which he/she lived on the specified birthday and initial the "IDK" to indicate verification.

C. Checking the Background Questions

Before dismissing a student from any session, check the Background Questions for the student. Give additional assistance if necessary to assure that only one oval has been filled in for each question and that the written responses to questions 5 and 6 can easily be classified as a specific state,

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* Territories of the United States are American Samoa, Baker Island, Guam, Midway Island, Panama Canal Zone, Puerto Rico, Virgin Island, and Wake Island.

VII. (Continued)

territory, or country. If a student refuses to complete the Background Questions, make a note of the package number and I.D. number and give this information to your District Supervisor.

VIII. CODING

A. Package Condition Ovals

The Package Condition Ovals are in the lower left corner of the cover page of the package and are designated N, P, NR, and NE. You are to fill in one of these ovals to indicate the condition under which a package was administered, as follows:

N - Normal Administration: the student was present for the entire assessment period and had an opportunity to complete every exercise, but may not have done so. However, if at least one exercise within the package has been completed, you should fill in the oval beside N.

P - Partial Administration: the student was not present for, or did not have an opportunity to complete, one or more of the exercises in the package; for example, the student was called from the room, a page of the package was missing, etc. If this occurs, fill in the oval beside P, and write on the cover page the numbers of the exercises which the student did not have an opportunity to complete, together with a detailed explanation, as: "Exercises 25-33 not completed; student called from room by principal; reason for removal unknown."

NR - No Response to Entire Package: the student was present for the entire assessment period and had an opportunity to complete every exercise, but completed none; that is, did not attempt any exercise in the package. If there is no response to the entire package, fill in the oval beside NR and note on the cover page the reason, if known, or "Reason Unknown."

NE - Not Eligible: the student was assigned a package and completed one or more of the exercises but should not have been assessed; that is, the student was not eligible because he/she was not born within the year specified on the Student Listing Form, was not listed on the Administration Schedule, was a self-identified nonreader, etc. If you discover, during or after an assessment session, that a student is not eligible to participate in National Assessment, note the reason on the cover page and fill in only the oval beside NE. In other words, categorization as Not Eligible takes priority over the other Package Condition Ovals.

The first oval, Normal Administration, will cover the majority of the administration situations. Exercises omitted within packages coded N do not have to be listed on the cover page. Packages coded P, NR, or NE must have on the cover page a reason for the Package Condition Code, if known; in addition, those coded P should have a notation of the exercises omitted. Packages which are not administered should not have a Package Condition Oval filled in.

VIII. (Continued)

B. Type of Assessment Ovals

Following the Package Condition Ovals are four ovals designated R, F, S, and H. You are to fill in the R or F oval to identify the type of assessment in which the package was administered as follows:

R - Regular: the package was administered during the first administration of that package in a school

F - Followup: the package was administered during a followup session after all other administrations in a school

The ovals designated S and H are not to be filled in.

C. Columns 3-8

In columns 3-6 on the cover page of each package you administer (including those which students fail to complete), code information from the Administration Schedule for the student to whom the package was administered; in column 7 enter your EA number, and in column 8 the code numbers of the PSU and school in which the package was administered. In each column, enter the correct code in the block(s). Codes to be used in columns 3-8 are shown on the next page.

Before coding any information in columns 3-6, be sure you have matched the package to be coded with the correct line of the Administration Schedule. The I.D. number is used to match Administration Schedule line numbers with packages. Codes for use in columns 3-6 are given on the next page.

VIII. (Continued)

Coding Column	Administration Schedule Column	Item	Code
3	3	Grade	Two digits: 11th grade = 11 Ungraded class = 98 Special education class = 99
4	4	Sex	1 = Male 2 = Female
5	5	Birthdate	Month and last two digits of year May 1963 = 0563
6	6	Race	1 = W (White) 2 = B (Black) 3 = S (Spanish Heritage) 4 = I (American Indian or Alaskan Native) 5 = A (Asian or Pacific Islander) 6 = U (Unclassified)
7	---	EA Number	Two digits: number recorded on the front cover of your manual
8	---	PSU and School Numbers	Five digits First two = PSU Number; Last three = School Number; as shown on the Administration Schedule

IX. OTHER EA TASKS

A. After Each Session

Compare I.D. numbers on the packages against your I.D. number entries on the Administration Schedule. Reconcile any differences discovered. At the end of the day, give all schedules to the coordinator.

Sharpen pencils and, if necessary, rearrange the room for your next session. If your next session is to be in another room, take all National Assessment materials with you.

B. Coding

Following the instructions given in Section VII of this manual, code each package you administer, including those which students fail to complete.

C. Final Review of Packages

After coding, review all packages administered by you. If you find that an exercise was omitted by a student, do not make any entries on the page; however, if you find that any oval filled in by you or the student is not dark enough to be machine scored, darken the oval. Otherwise, do not change any entry. Be sure that any package which a student failed to complete has an explanation (or "Reason Unknown") on the cover page. Packages coded P (Partial) must also have on the cover page the numbers of the exercises which the student failed to complete.

D. Storage and Disposition of Materials

Administration Schedules are not to be removed from the school site; however, never leave packages (used or unused), tapes, or tape recorders at the school overnight. Your District Supervisor will instruct you on the safe storage of all National Assessment materials. When you have completed your assignment, return to your District Supervisor all National Assessment materials issued to you.

X. COMPLETING THE SUPPLEMENTARY SCHOOL WORKSHEET

At times, your District Supervisor may instruct you to conduct Age Class 3 assessment in a school where the sample was selected several months prior and in which no new eligibles have enrolled since the sample was selected. However, some of the students selected for participation may have withdrawn from the school since the selection of the sample. The names of these withdrawals should have been crossed off the Administration Schedule and the reasons for their withdrawals noted by school personnel. If not, ascertain why each has withdrawn; i.e., transferred, dropped out, graduated, etc. and enter the reason on the Group Administration Schedule in the I.D. Number space opposite the withdrawn student's name. If any withdrawals have been crossed off, you should follow the procedures listed below before proceeding to conduct the assessment. These procedures entail the completion of a Supplementary School Worksheet which will be provided by your District Supervisor.

Complete the Supplementary School Worksheet according to the instructions below. An example of the worksheet is on the next page.

(1) Enter the PSU number, school number and DS name at the top of the Supplementary School Worksheet. Enter a zero in Part I.B.

(2) Complete Part II for each package assigned.

a. In Part II column one circle the package numbers to be administered in the school.

b. In columns three and four enter in the appropriate space opposite the package number the number of selected students no longer enrolled by reason (i.e., number who have transferred and number who have withdrawn for all other reasons combined). If none, enter "0."

c. Enter in column five the final group sample size for each package to be administered by subtracting from the number of names listed on the Group Administration Schedule the number of students assigned to the package who are no longer enrolled. If no students assigned to a particular package have withdrawn, enter in column five the number of names listed on the Group Administration Schedule.

(3) If you discover at the time you conduct a session that a selected student has withdrawn but was not crossed off the Group Administration Schedule, cross off his or her name on the Administration Schedule. Enter the reason for withdrawing on the Administration Schedule and include a count of this student in the appropriate category in Part II of the Supplementary Worksheet.

(4) At the top of each Administration Schedule, the District Supervisor has previously recorded the number of students to be assessed. This number should now be changed on each schedule as necessary to reflect any net change of students due to the withdrawal of selected students.

PSU Number _____ School Number _____ DS Name _____

I. School Data

A. Number of new ineligibles by type:

Type	No.
Non-English speaking	_____
EMR	_____
Functionally disabled	_____
Out-of-range birthdates	_____
Ineligible for any other reason (Specify reason(s) in Part F. of School Worksheet)	_____

B. Total number of new eligibles _____.

II. Package Data

Package Number	No. Of New Eligibles Selected	No. Of Selected Students No Longer Enrolled: No. Of Transfers	No. Of Selected Students No Longer Enrolled: No. Of Withdrawals For All Other Reasons	Final Group Size
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
4	___	___	___	___
5	___	___	___	___
6	___	___	___	___
7	___	___	___	___
8	___	___	___	___
9	___	___	___	___
10	___	___	___	___
11	___	___	___	___
12	___	___	___	___
13	___	___	___	___
14	___	___	___	___

Distribution: Return to RTI with School Worksheet.